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OBEDIENCE.

Man has been called a creature of law, and this may be truly affirmed of him in regard to his entire being, to his physical and intellectual, as well as to his social and moral nature. It is proposed to treat briefly of each of these points, in order to show more fully the nature, obligations, and benefits of obedience. Look first at man's physical nature. We find him furnished with a body composed of various members and organs, which require certain kinds of treatment uniform and consistent, in respect to food, drink, exercise, repose, &c. If these, which may be called the laws of his physical system, are not observed, the certain consequence is found to be, either a temporary and troublesome derangement of his system, or a total destruction of life. What an unmeasurable amount of suffering has not the violation of the law of temperance, for example, taken in its widest range, brought upon the guilty violators of it. How many are the victims of fool-hardy and reckless daring; how many of unnecessary and careless exposure; how many of shameful indolence and self-indulgence. Indeed, if we narrowly examine mankind at large, we shall find that the race, as a whole, are more or less involved in suffering, from disobedience to their physical laws.

When, however, these laws are observed, how noble a specimen of his Creator's wisdom and goodness does man appear. Instead of becoming a weak, pale and sickly being, toiling a few short years in pain, and then sinking into premature old age and death, we see him developing a stout, muscular frame, fitted for labor and capable of endurance. We mark the clear eye, ruddy cheek, the firm and elastic step, with numerous other signs of vigorous health; and we see him enjoying these through a long period of busy manhood which is followed by a serene and happy old age. Thus is life filled with enjoyment, and crowned with usefulness.

Look now at the laws which govern the mind. In our bodily frame are inwrought the senses, to serve as avenues, through which, impressions of the external world are conveyed to our minds, and these are the first moving cause of mental action. If now the mind is trained to act in accordance with the methods which its connection with the bodily senses evidently points out, and is developed by proper habits, of observation, attention and reflection; if, then, to these is added due cultivation of the memory, imagination and the reasoning faculties, in right order of progression, duration and intensity, all the powers of the mind are thus harmoniously developed, and prepared to act with great vigor and force. The result of such training is seen to be the production of sound, well-balanced, comprehensive and efficient minds, equally well fitted for minute analysis, deep research, or profound and powerful reasoning. Hence come the Lockes and Bacons of the age. But if the laws of the mind are not observed, if some of its faculties are forced out of their natural order and proper time, by an excessive and unhealthy stimulus, while others are permitted to lie dormant; or if a wrong direction be in any way given to their action, then of necessity arise, confusion and conflict of the faculties among themselves, the mental vision becomes indistinct and weak, and the result is a superficial, narrow, ill-balanced mind, unable to take large and comprehensive views of truth, and easily overborne and carried away by the multiform errors and impostures of the day.

In the various social relations, we trace no less clearly the existence of a law pervading all, and demanding obedience. The helplessness and ignorance of the child claim the protection and care of the parent, and this in return gives rise to the obligation of respect and obedience on the part of the child. The relation of the teacher to the scholar makes it the part of the former to guide and command, and of the latter to follow and obey; and the greatest efficiency and success of the teacher is secured only, by a prompt and cheerful compliance of the scholar, with the wise regulations, the fixed and certain laws of the school-room. So also the full security and protection of the citizen in regard to life and liberty which the particular community, state, or country in which he lives, extends to him, demand from him, in return, ready obedience to the laws which it imposes. Obedience to these laws of our social nature fills the family with the purest happiness that can gladden the hearts of its members, and begets, in the community and state, order, quiet, stability and high elevation in all that confer true dignity and glory upon its citizens. The violation of these laws produces insubordination and perverseness, which, urged on by strong selfishness, lead to

the total disregard of the rights and happiness of individuals and communities, the final and terrible results of which is riots, murders, rebellions and the like, even to the overthrow of the social State.

Finally, the relation of a weak, ignorant, and dependent creature to an infinitely wise and powerful Creator renders, in the highest degree necessary, the establishing of certain plain and fixed principles to guide the morals of the creature, to show him what is right, and what is wrong; where lies the path of safety and happiness, and where the path of danger and destruction, and hence arises the highest possible of all obligations to instant and unquestionable obedience. If this be rendered, man attains to the highest point of moral excellence of which his nature is capable, and no language can adequately express the safe and happy condition of the obedient spirit. If obedience be refused, the soul becomes corrupted and debased by sin, and pressed down by its heavy load of guilt, it sinks into a condition of unspeakable wretchedness and woe.

From the considerations presented above, we derive the general principle of man's subjection to law in all the relations of his being, even to this degree, that no conscious act of his can be performed without receiving good from obedience to, or incurring guilt from the violation of some law. It follows, therefore, as an all important fact, that the principle of obedience lies at the foundation of all that goes to constitute a perfect man, and is, indeed, the sum and substance of all true virtue. First stands the general law of conscience written on our hearts, illuminated and impressed by the precepts of the Bible, which binds us in all things to do that which is right, that is to obey God. This, by immediate consequence, involves and enforces obedience to all the other laws, and imposes it as a sacred obligation on man, diligently to take care of his health, to cultivate his mind, and to observe all the regulations of the social and civil state not at variance with the commands of God. How exceedingly desirable is it, then, that parents, teachers and educators of all classes, should entertain the true view of the nature and extent of the principle of obedience. What immense power for good would it give them in training the characters of the young, to show that their instructions, commands and prohibitions, being conformed to the laws which God had impressed upon their nature, could not be violated with impunity, inasmuch as they had the sanction of a higher authority than their own, even that of the Divine will. What importance, could it thus be taught the young, attaches to all their actions, and how naturally would it lead them to a more constant and direct reference of their ways to the inspection and will of their Creator; and thus act as a powerful

motive to draw them into that path of holiness, whose end is Eternal Life.

But in order to derive the most good from the principle of obedience, the enforcement of it must be divested of that aspect of stern, imperious authority, with which it is too often urged, compelling because, forsooth, it will. For in this case, compliance if rendered, is rendered only to superior power, with an unwilling and reluctant spirit, and not from an intelligent conviction of good to be derived. It should be enforced, indeed, with unwavering decision, but yet with gentleness and mildness, and should be shown to be, as it really is, an agent of unspeakable good, bringing forth rich fruits of moral excellence, such as meekness, teachableness, sweetness of disposition, and a habit of trust in tried wisdom and virtue.

Happy the parent or teacher, who can so impress the mind of a child with the value and benefits of obedience, as to lead him most diligently to watch against any failure therein, through fear of coming short of its great reward.

E. L. H.

FREE SCHOOLS.

MR. PRESIDENT :

In rising to introduce the discussion of this evening, I am very glad that I am not to advocate a mere abstraction ; and am scarcely less happy, in the persuasion, that I am to defend an institution, called for equally, by the educational, social, civil and religious wants of our age.

The question before you is, *should the public schools of our State be free.* Unhesitatingly, and as we hope to show you, for the best of reasons, we who are on the affirmative of this question, say they should be free. And we are willing to accept the task which this proposition implies ; nor shall we deem it, at all, a burden to maintain by the most ample, and irrefutable proofs, a position so consonant to the reason and philanthropy and benevolence of every enlightened man.

Our position, then, is this : **THE PUBLIC SCHOOLS OF CONNECTICUT SHOULD BE MADE FREE.**

Before proceeding to the defence of this position, it may be well to state what we include in the freedom of our public schools. Very indefinite notions have existed and may still exist upon this point ; and if they should enter into this discussion they would only prolong it, without aiding at all, in the final decision.

First then, we do not mean by a free school, one to which every person of suitable school age, can be admitted, irrespective entirely of

moral character. True, children of the worst possible characters need all the redeeming influences of the best of schools. But when they are not to be essentially benefitted by the school, while their daily influence is found most hurtful and corrupting upon others, duty to the many, may demand the exclusion of the few. It is one of the first couplets that our infancy learned to articulate, and we have since then found nothing more true: "One sickly sheep infects the flock, And poisons all the rest." The husbandman might indeed be anxious to restore the health of the diseased animal, but he would hardly be so infatuated as to endanger the rest of the flock in the attempt.

So the community should seek the redemption of those depraved and vicious children, whose earliest years breathed the tainted atmosphere of the low places which fester in obscene rottenness, in nearly all of our larger villages, and which threaten the eternal ruin of the youth in all of our cities. But in doing this, care should be taken lest the contaminating influence of such youth, should extend the plague, now far too widely spread among the young. Accordingly, in all wisely managed public schools, irreclaimable obstinacy and depravity are punished by exclusion; and the great want of all such outcasts is now to be furnished in the appropriate discipline and educational influence of our Houses of Refuge and Reform Schools. And why should it not be so? Is there any thing more vital to the future success of your child than purity and nobleness of character? Can any treasury of learning compensate for meanness? Any splendors of genius atone for unfeeling cruelty or insatiate and self-avenging lust? Any early promise of better and higher things alleviate the bitterness of *his* cup, whom all good men shun, and whom the all-forgiving Father above, forsakes? No, *no*. Lay it down then, that the free public school should still be most sacredly guarded against the corrupting influence of all irreclaimable youth. Make it free to those who wish to learn, and who in doing so, will not tempt and lead others to moral ruin.

Again. We do not mean by a free school, one in which the members are free from the restraints of needed laws. It is not necessary to the freedom of a school that the pupils should have free access to the building at all hours—that they be at liberty to make the school-room a race-ground, or even a place for tamer amusements; that they be free to use the Yankee's privilege, elsewhere allowed, to trace out on walls and seats whatever artistic form their fecund brains may suggest, that they be free to sound singly, or in beautiful discord, the universal school-boy's natural or artificial whistle-pipe, that they, Turk-like, sit on the floor, or, in Quaker-style, sit and march and talk under hat; none of all

these ungraceful, yet not uncommon items are indispensable to the freedom of schools which this discussion implies.

But to leave our negatives, we do mean affirmatively, that such pecuniary provisions should be made for these schools, that any child, however poor, may have free access to all their privileges.

No child should, from pecuniary inability, be debarred from admission to the common school. Nor should he be required to ask it as a special favor, that he be admitted. The school-room door is no place for erasing humiliation, and should never be used as a taunting remembrance of the poor child's degradation.

Mr. President, we are not here to enquire whether the monarchies and despotisms of the old world can be managed without free schools; or whether the general diffusion of intelligence would contribute to their permanency. Possibly, even, such a consummation would be most disastrous to the quiet and safety of such effete regimes. But even if it should prove so there, it would not argue that the same intelligence would prove as hostile to our free and popular government. Indeed, general intelligence and morality are the *acknowledged* pillars of every democratic government; and it becomes the first duty of every such government, to see that the poorest as well as the richest of its children be required to secure the indispensable pre-requisite to a safe and honorable citizenship.

Again, we find the leading educators of this day, almost unanimous in their unhesitating approval of free schools. And they are so, because they see that it is the only way in which the growing masses of the poor among us, are to be reached. Where we find, that they who have devoted most study to this question of public instruction, are thus unanimous, we feel that this fact is in itself a most convincing argument, and it becomes still more so, when such men come out boldly and at pecuniary sacrifice, to advocate, and if possible to establish free schools. There may be a difference of opinion among such men, on the question as to how far such free schools shall carry our children in their education; but no such difference exists as to the policy of furnishing a free school, that shall afford to every child in his district, the opportunity of securing a good business education.

But once more. Those states and portions of states, which have established their schools on this basis, never repent the act. On the contrary, they become, by the very working of the measure, more and more convinced of its utility. And though there may be, here and there, a short-sighted and selfish money-getter, or some close-fisted and unsusceptible old bachelor, who would restore the capitation rule; it will

nevertheless be true, that the great body of the richest, as well as the poorer class will cling to the free school. A man with shrewdness enough to acquire honestly a large property, will be very likely to have shrewdness enough to covet, in his community, that general intelligence which alone can give its value permanency.

And in those places which have established free common schools, the question is not, shall we abandon our system, but, shall we not extend it to embrace a higher grade of school. Thus in Hartford they have established a most excellent High School on this basis; and in New Haven this same measure is now under discussion, and will soon be settled on the side of a free High School. In New York, a city more oppressed with needless taxation than any other in the land, the friends of education years ago, felt that it was necessary to establish a Free Academy for boys; and now instead of destroying this, they are preparing for another similar to it in its design and range of studies, for young ladies. The Free Academies of New York will be of her noblest ornaments, while she shall remain the emporium of America. But I will not dwell here. It is, sir, and must be felt so to be, a final and decisive argument on the affirmative of this question, that wherever this system is once fairly adopted, it is found to commend itself, not simply to the approval, but also to the generous support of all intelligent citizens.

H.

The above is a verbal report of a portion of a discussion held at one of the closing exercises of the High School in Waterbury.

A LESSON IN GEOGRAPHY.

In a large proportion of our schools it was formerly the custom in teaching geography, as well as other branches, to place in the hands of the pupil some text book, assign him a lesson beginning with the first page of the book perhaps; and after the answers to the questions were all *found out*, the teacher would hear the lesson without asking any questions to elicit thought, or making any attempt at explanation.

There are still, I am sorry to say, many teachers, who in this age of improvement in teaching, pursue the same course. There are others who have become disgusted with this stupefying process, and have gone into the other extreme. The latter class would not have their pupils commit to memory scarcely anything, but expect a philosophical reason for everything, in the pupil's own language.

It seems to me there is a medium ground which is much to be preferred.

Pupils should not be confined entirely to the questions of the book, neither should they be assigned a topic alone, respecting which each may furnish as much, or little as he pleases; for if this course is pursued there will always be found in the class some who will be indifferent and careless about their lessons.

Suppose then to avoid these extremes, the teacher pursues a course something like the following; The class is before him and he assigns them a lesson. It may be the capitals of the United States, or South American States, telling their respective locations, &c. All the rivers, gulfs or other bodies of water in and around Europe, the names of which can be found on the outline maps; or a lesson of promiscuous questions, as found in a text book, may be given. Every pupil can see plainly what he is to learn, and is expected to be able to answer every question.

In connection with this a topic may be given, in relation to which, each may collect such facts or important information as he may be able. Suppose it be the following: An imaginary journey for instance around the globe.

Let the class start at Washington, or any other point which each may choose, keeping within the 30th and 40th degrees of north latitude. The class are all requested to describe their journey, and tell what there was to be seen worthy of notice.

At the proper time for the recitation, the class are called out to recite. First the teacher will ascertain whether the *specific lesson* is thoroughly learned. This may be done as follows: The teacher designating some member of the class, requires him to stand; he then questions him, asking a sufficient number of questions to satisfy himself that this part of the lesson is well learned; and we mean by being well learned, that the pupil is able to answer *every question* asked.

If the pupil is found perfect he can pass to another seat.

Another is questioned in a similar manner, and if found perfect, he is also passed over into the same seat. The teacher will thus proceed until the imperfect, if any, are all sifted from the perfect. By this separation of the pupils, a marked distinction is made, which does not seem particularly agreeable to those who are "weighed and found wanting."

The standing for recitation can now easily be given, making a distinction between *perfect* and *imperfect*. Those who do not receive the highest mark of excellence, can be further examined and assigned such a place in the scale as is thought best by the teacher.

The class may now proceed with the *topic*. Hands are all raised, each is ready to say something.

Some one is particularized to give what information he can in relation to his journey.

He starts, perhaps, at Virginia: found cotton and tobacco growing there, slaves were engaged in raising it; discovered the Natural Bridge over Cedar Creek, gives a description of it; crossed the Atlantic, passed through the Barbary States, found the soil poorly cultivated; crossed Mediterranean sea; saw the land of Israel; passed over the ruins of Babylon; saw the great wall around China, found there the shrub from which they take the leaves and dry them to make tea, also the trees which furnish camphor and cinnamon.

This one's stock of information being pretty much exhausted, another is called upon, who discovered that the *inhabitants* of China were quite a peculiar people. They were divided into nine classes, each of which was designated by a different colored button on the top of his cap. Much of their food was very disgusting, such as sharks-fins, fish maws, rats, mice, &c.

Another starts from Columbus, Ohio, where they are doing much to improve their public schools; he finds much in California to attract his attention, abundance of gold, &c.

Thus all may be permitted to contribute their knowledge. By some such method as this, thought may be evolved and interest awakened, while at the same time *all* will be required to commit a definite lesson.

G. S.

ON KEEPING SCHOOL REGISTERS.

The keeping of School Registers is a subject to which too little attention is given, especially in our common district schools. The law requires simply that a Register of the daily attendance of each pupil shall be kept, yet this is often neglected.

Upon due consideration the advantages to be derived from the keeping of a Register not only of attendance, but of progress, must be so obvious to every intelligent teacher, as to induce him to comply with the requisition.

No precise model can be given, as some diversity must be allowed in order that the Register may correspond with the different circumstances of different schools, but the great features should be substantially the same in all.

The Register should show not only attendance, but punctuality, conduct, and the character of each recitation,

Four grades of recitation are as many as can be distinctly discrimi-

nated, viz: Excellent, denoting those worthy of praise; Good, such as the mass of scholars usually give; Bad, denoting culpable neglect or idleness; and Total Failure.

Some number, as 3 for instance, may be taken to indicate excellent, 2 would then indicate good, 1 bad, and 0 total failure. The same grades may be used in registering conduct.

The Register should be strictly and accurately kept. It should be attended to in proper time, not with haste and inattention, but with extreme care. The strictest impartiality and justice must be exercised, or its results will be only evil.

The skillful teacher will make use of such a Register to promote the good order of his school, the constancy of his pupils' attendance, and their advancement in their studies.

There it stands a constant and faithful mentor of duty, encouraging and sustaining the good, arousing the indolent, exposing and warning the bad, and assuring all that the results of their efforts will be known and appreciated.

That the Register may exercise its utmost restraining power over the school, a weekly or monthly abstract should be sent to the parents and guardians; this will also have a tendency to keep up their interest in the school.

Another, and one of the greatest advantages of the Register is, that by diligently summing up the accounts week after week, and month after month, and comparing them with those of any previous period, the deficiencies and excellencies of each pupil will be apparent, and the teacher will see clearly where his hand and care are needed, and then he should be judicious and persevering in any needful reform.

While the Register is a powerful and harmless stimulant to exertion, if properly used, care must be taken that it be made subordinate to higher and more abiding motives. An undue prominence given to an incentive like this, appealing to the lower principles of the pupil's nature will produce an unhealthy effect on his whole character. And in most cases where the pupil has been stimulated to great effort by such motives alone, when his connection with the school is dissolved, and these motives withdrawn, he throws aside his books and habits of study, and goes out into the world destitute of a true love of knowledge, and just sense of duty; retaining only those principles of selfish ambition which have been fostered by artificial stimulants.

The Register then, should have its proper place in every school as a subordinate instrument for the promotion of order and progress; while

reliance for success should be mainly placed on higher and holier motives.

*NORMAL SCHOOL.

The above article was written as a regular exercise in the Normal School, by Miss Jane L. Thomas.—Ed.

THE BRIGHT SIDE.

Only a few miles in a south westerly direction from the city of H., may be found one of the most lovely and enterprising villages that a New England sun ever shone upon. Nature and art seem to have vied with each other in making it a fit and beautiful spot in which to dwell.

Its inhabitants are an intelligent and industrious people. They have their elegant residences, and their useful manufactories, where they fashion iron, brass, and various other gross materials. They have also an *education factory*, where they turn out *ready-made, live* teachers. Those who have the superintendence of this establishment seem well fitted for their responsible position, and through their labors many are yearly sent out as trophies of their wisdom and skill, among whom are not a few that are even now doing much to raise the standard of common school education in Connecticut (for it is of her, and her Normal School, we speak). It was our good fortune to visit that Institution a short time since, and it chanced to be on the occasion of the anniversary exercises of the Model Schools connected with the Normal School. There are four in number, viz: the High, Grammar, Intermediate, and Primary schools, and are all under the supervision of J. W. Tuck, Esq., a gentleman formerly of the Washington School, Roxbury, but who has been laboring with marked success in the New Britain High School, for the past two years.

The examination of these schools evinced an acquaintance with the studies which had been pursued, that was truly gratifying. The pupils had evidently been taught not to consider a thing *learned*, until it was *thoroughly understood*.

The promptness and accuracy which characterized the recitations are also worthy of remark. We were not obliged to sit almost breathless in order that we might hear the answers to the questions proposed by the teachers, for these were all given in so loud and clear a tone of voice as to relieve us from so painful a necessity. We did not witness the examination of all the classes, but were extremely gratified with those we were privileged to hear. One, in particular we must not omit

to mention. It was in History, and was made by a class in the High School. It was plain from the eagerness and enthusiasm manifested by the pupils, that they had not learned what was in their text books, and stopped there, but in addition to that, had gathered a rare fund of information from other sources. In short, it was one of the most interesting recitations we ever listened to.

There were others also worthy of notice, but our limits forbid making mention of them here.

After the examination of the different departments was concluded, the exhibition of the Grammar, Intermediate and Primary schools took place in the Normal Hall. The exercises there were all of an interesting character. A few of the Normal pupils favored the audience with declamations, essays, music, &c., all of which were of a high order. They, however, soon yielded their places to their younger friends, who, with sparkling eyes, and heaving bosoms, quietly awaited their turn to be heard.

The Grammar School was first represented, and reflected much credit on its "Shady Side" teacher.

Next in order came the Intermediate Department, and some of their "Specimens of American Eloquence" would do honor to schools of a much larger growth.

Then followed the "wee" Primaries, little specimens of humanity that were hardly big enough to mount the stage unaided, but they acted well their part. The lady who for the past four years has had the immediate charge of this department, lately resigned her position, and was presented on this occasion with a handsome and valuable service of silver. The address accompanying the presentation, and which had been prepared with special reference to it, was simple, and touching, and was delivered with much feeling by one of her little pupils. After this the audience dispersed to prepare for a fresh treat in the evening.

At seven o'clock, P. M., the exhibition of the High School took place in one of the Congregational churches of the village. There was a large gathering of citizens, which we thought betokened a praise-worthy interest in the cause of education, and must have been very gratifying to the teachers who had labored so effectually to prepare such a rare entertainment. The exercises were commenced with prayer by Rev. S. Rockwell, which was followed with singing by the glee class. The singing was fine.

It would be unnecessary for us to notice each exercise separately, we were more than pleased with them all.

The declamations were delivered in a masterly manner. The speak-

ers had their selections thoroughly committed, and spoke with an ease and naturalness that was highly commendable.

Much praise is also due the young ladies who presented original essays. There was a pleasing variety of subjects, and all of the essays displayed care and thought.

A reward of three prizes had been previously offered the three best specimens of composition reading, also the same for elocution, which at the close of the exercises were awarded as follows, viz :

For reading, to Misses E. L. Stillman, A. L. Stanley, and Mary E. Bassett.

Edward M. Booth, Isaac S. Lee, and George L. Dewey, were the successful competitors for the prizes in declamation.

A parting song was then given, benediction pronounced, and we felt fully convinced that there is for Connecticut a *bright* as well as a "*dark side*."

AN OBSERVER.

COMMON SCHOOLS OF PENNSYLVANIA.

GOV. POLLOCK'S MESSAGE.

A new feature in the system, adopted in the law of last session, creating the office of County Superintendent, has not, as yet, been fully tested; and there evidently exists some diversity of opinion as to the wisdom of the provision. It is already very obvious, at least that its beneficial workings must depend mainly upon the character of the agent selected to carry it into operation. Competent and faithful Superintendents may produce the happiest results; whilst the agency of the ignorant or inefficient will be attended by the reverse consequences. In order to give this new feature of the law a fair trial, it will be necessary, therefore, for the directors, in the respective counties, to select Superintendents with sole reference to their adaptation to the duties of the station.

Of the many obstacles in the way of the complete success of our Common School system, the one most prominent, and most difficult to remove, is the want of competent teachers. In some communities, I regret to say, the system has fallen into comparative inefficiency, because good teachers cannot be found; and in others the most vexatious consequences have arisen from the employment of the illiterate and incompetent. Nothing could exercise a more prejudicial influence; indeed between a very bad teacher and none at all, the latter alternative might, in instances, be preferred. This deficiency is clearly manifest and hard

to obviate. Some of the best minds of the state have been occupied and perplexed with it; and until recently no general and practicable plan for its removal has been devised.

The plan of granting permanent professional certificates, by officers skilled in the art of teaching, and eminent in literary and scientific acquirements, to teachers who satisfactorily pass a thorough examination in the several branches of study which the act of May, 1854, requires to be taught in every district, and also in the art of teaching—is already obviously effecting decided improvement in this regard, and it is believed will do much towards placing the profession upon a high and firm basis. Normal schools, it is urged, could in addition, to some extent, supply the deficiency, but the expenses of such an institution would be heavy.

The source of this difficulty, it is clear, can be traced, in a great measure, to the want of a proper appreciation in the public mind, of the position and business of a teacher. The profession for this reason, in addition to the absence of fair compensation, has not been attractive. Indeed, it has scarcely been regarded as a profession at all, but rather as a preliminary step to some other pursuit. Well directed efforts have recently been made to change the general sentiment on this point, and I rejoice in the belief that these have not been in vain; and that the day is not far distant when the profession of teachers will be equal to the aspirations of the most ambitious of our people, when its distinctions, dignities and pecuniary rewards, will command the time and attention of the most gifted. I can see no reason why this state of feeling should not prevail; why the profession of teacher should not rank in honor and profit with the other learned professions; why the science of developing the human intellect—of giving scope and force to the mind—of elevating the moral faculties of our race—of controlling the passions and tempering the desires, should not be esteemed as highly as those professions and callings whose ornaments have received all their capacity and polish at the hands of the comparatively humble and illy rewarded teacher.

I earnestly recommend the common school system to your guardian care, as the most sacred of all institutions. The offspring of a constitutional injunction on the Legislature—the extension and perpetuity of its usefulness, is the plain duty of all. Resting at the very foundation of the government, its practical workings should be a true reflection of our republican system, and its blessed opportunities made available to all, regardless of rank, or condition, or persuasion. It should aid the poor, advance the rich, and make the ignorant wise,

I confidently anticipate for it, a day of greater perfection and wider influence. No better object can engage the attention of government, or

consume its means, than the education of the people in the most comprehensive sense of the term; embracing the use of letters, the cultivation of the moral faculties, and the diffusion of Christian truth. In this we have the surest guarantees for the perpetuity of our republican government of civil liberty and religious freedom. Such an education may be safely claimed as the potent means of preventing crime—of increasing individual happiness and national dignity—of promoting Christianity and civilization—of extirpating moral and political evil—of elevating, dignifying and adorning our social condition.

EDITORIAL BREVITIES.

What a pity that we poor teachers were not made with caoutchouc consciences and with cast steel nerves. If any other materials could be needed in our composition, it might do possibly, to indurate the same flexible caoutchouc into an impassive and inelastic impression-gatherer, and take out all the spring of the same stubborn steel. What a handy material we should then make for—somebody who wants the money for the best book, or pen, or toy, ever yet devised, for just such schools as ours.

So much we have set down, coolly, yet under a "feeling" remembrance of attempted pressures upon both our professional judgment and consciences; and we would herein suggest a thought or two to our friends, the publishers and agents.

The agent who calls upon us to day with a new Arithmetic or Geography, or Reader, does not consider that within the last two months, ten several agents have called upon the same errand. Each of the same has the same story to tell, the same credentials to exhibit, and the same ample testimonials to be read, and each has the best set of school-books to be examined. Moreover, each has the same assurance, and from a long practice of his vocation, has come to understand how indispensable to his triumph is patient persistence. With him persistence is everything.

Then it must not be forgotten that some dozen or more other series of books have been forwarded for examination, by mail, with perhaps half as many lengthy appeals to all that is gentlemanly in us, to examine the books, and if consistent, furnish a favorable opinion upon their merits.

Besides, during these same two months, several publishing houses, have forwarded weighty documents, and voluminous reports, and spirited discussions in earnest defence of Prof. A's new and unrivaled work, and in

as earnest depreciation of Mr. B's ill-devised and worse printed forgery.

The writer of this article, during the last twelve months has taken from his P. O. box. eleven such publications from a single publishing house, and these eleven were the same identical expose; and in addition to these eleven from one house, a long list from other houses, of similar documents, whose reading would cost several hours of time already pre-occupied.

Two suggestions and we close. A teacher who is fit for his place, can, and very likely he will, determine for himself what text-books will give him most help in his daily work.

And the first expose or appeal, will be as likely to be read as the eleventh.

And finally, we are neither India rubber in conscience, nor iron in nerve; so that while there are some proposed changes which we cannot adopt, there are also some styles of appeal which we cannot endure.

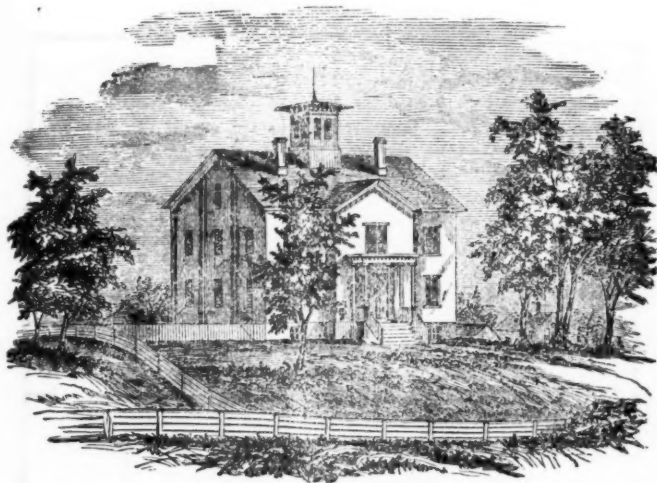
E.

THE DOLLAR MARK.

In the Merchant's Magazine were published several statements as to the origin of the dollar (\$) mark. A correspondent of the New Orleans Commercial Times, publishes the following from a correspondent, and expresses the opinion that it is the most likely to solve the difficulty. Here it is. "I have observed in the several prints lately, some amusing attempts to make a mystery out of a very simple matter. I mean the dollar mark or prefix. One paragraph derives it from an abbreviation of a representation of the pillars of Hercules, which are supposed to be represented upon the Spanish dollar. Another makes it an abbreviation of the U. S. The true derivation of it is the figure 8. The Spaniards, from whom we derive the dollar, count by reals—as the French do by francs. A real is in value $12\frac{1}{2}$ cents, or one eighth part of a dollar. Any one who has read Gil Blas or Don Quixotte will recollect the "pieces of eight" which is frequently used by the authors of these works. This term then, means nothing more than a dollar, or eight reals. When therefore, the dollar became generally used, the figure 8 was prefixed to express dollars, and in the process of time the 8 has been changed to the present mark. It is asserted, but I know not whether correctly or not, that Gen. Hamilton first used this mark, soon after the adoption of our currency of dollars and cents. However this may be, the figure 8 is, no doubt the original of the mark, and the derivation I have given above, the correct one.—*Selected.*

PLANS OF THE UNION SCHOOL-HOUSE IN NORWALK, CONN.

FIG. 1. PERSPECTIVE.

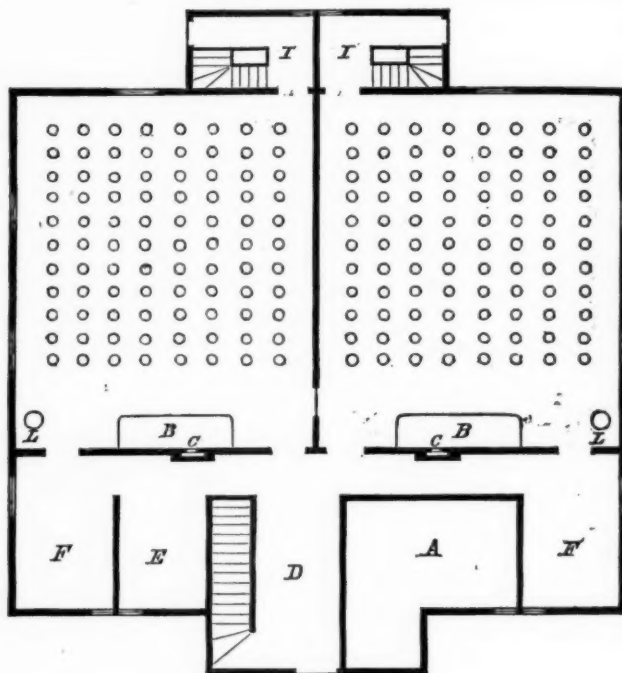


The Union District School-house in Norwalk was erected in 1852, at an expense of \$10,450 to accommodate a system of graded schools, for the children of the four village districts, united for this purpose in 1851. The location is both central and retired, having a front of 300 feet, and a depth of 200 feet. The lot is appropriately graded, divided, and fenced off into a lawn in front for the whole school, and two yards in the rear. The building is 65 feet by 55, and can accommodate 450 pupils classified into five schools, according to their attainments; viz. two primary schools, two intermediate schools, and one high school. The school-rooms are warmed, ventilated, and seated after the most approved manner.

FIG. 6. Ross' AMERICAN SINGLE DESK AND CHAIR.



FIG. 2. BASEMENT.



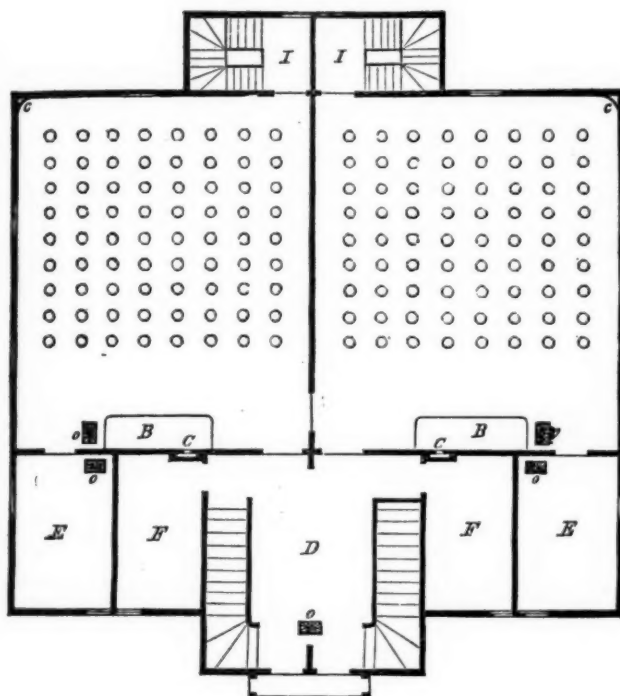
D. Entrance Hall.
 A. Furnace Room.
 E. Wash Room.
 F. F. Dressing Rooms.

B. B. Platforms.
 C. C. Ventilators.
 L. L. Stoves.
 I. I. Rear Halls and Stairway.

FIG. 5. ROSS' PRIMARY SCHOOL DESK AND CHAIR.



FIG. 3. PLAN OF FIRST FLOOR.



D. Entrance Hall.
F. F. Dressing Rooms.
E. E. Recitation Rooms.
B. B. Teacher's Platforms.

C. C. c. e. Ventilators.
o. o. o. o. o. Registers.
I. I. Rear Hall and Stairway.

FIG. 7. TEACHERS' DESK.

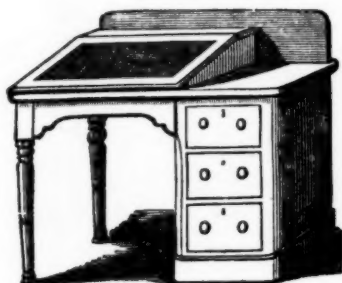
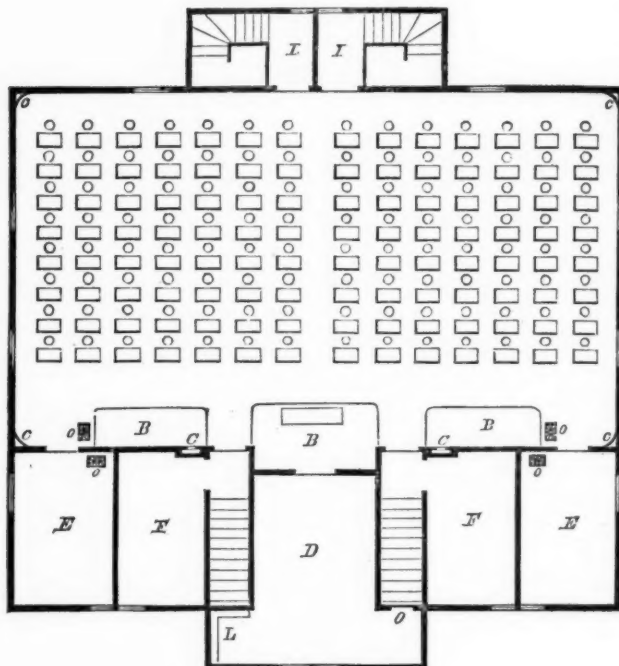


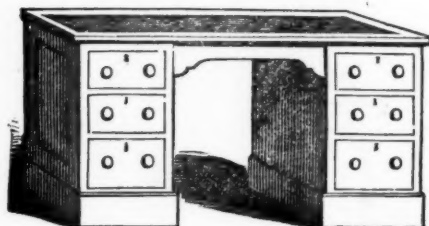
FIG. 4. PLAN OF SECOND FLOOR.



D. Library.
 L. Shelves for Books.
 F. F. Dressing Rooms.
 E. E. Recitation Rooms.
 B. B. B. Platforms.

C. C. Ventilation.
 c. c. c. c. In each corner of room,
 Cold-air Draught.
 o. o. o. o. Registers.
 I. I. Rear Hall and Stairway.

FIG. 8. TEACHERS' DESK.



NORWALK UNION SCHOOL.

The Union School District, of Norwalk, embraces in its territorial extent, the area formerly included in three districts, and a part of a fourth. Its formation was first definitely proposed in the several old districts, in the autumn of 1851, and upon the application of all of them to the School Society, at a special meeting of the latter, held on the 20th of November, 1851, a vote was passed consolidating the petitioning districts into one, to be called the Union School district.

Up to this time, there appears to have been little opposition to the project. The action of the Society was closely followed by the first meeting of the First district on the 25th of November, 1851, at which a full set of officers was appointed, and immediately thereafter another meeting was called, to be held on the 6th of December, 1851, "for the purpose of voting to fix the site of, and to build a new school-house." A struggle now commenced which lasted, with little intermission for two years and a half. Nor is it surprising that it should have been so? The people of the District had not previously realized the magnitude of the undertaking; and when it became apparent that they were embarked in a project, the complete fulfillment of which involved expenses, counting by thousands, instead of as formerly, by hundreds of dollars, accompanied by, and indeed necessitating taxation to an extent hitherto unprecedented in the annals of the town. It is no wonder that careful men, long accustomed to the old order of things, should first doubt, then resist, and finally grow warm in opposition to the entire scheme. But from the commencement to the end of the contest, the friends of the school possessed a majority in the District; and that that majority was retained till all differences terminated in almost entire unanimity, is mainly owing to the spirit of kindness and conciliation displayed by its more active members throughout the whole controversy.

It would be a task worse than useless to rake up past disputes; they are all ended now, and among the former opponents of the Union School of Norwalk, may be found to-day some of its warmest friends. The success which has attended it, under its present admirable management, the interest taken in its welfare both by parents and pupils, the very struggles and sacrifices which it has cost, have all conspired to attach strongly the people of the District to the Institution. It has become an object of cherished regard and just pride. It has raised the standard of education higher than the best friends of schools had reason to expect it would, and too, permanently. The sister village of South Norwalk, emulating the example here set, has consolidated its two most

populous Districts, within the past year, and already erected a school-house rivaling that of the older district.

The entire expense of the lot and edifice with the furniture of the Union School of Norwalk is as follows :

Lot,	\$1400,00
Grading the same,	350,00
House,	5700,00
Furniture,	1500,00
Furnaces,	500,00
Additional Expenses, about	1000,00
Total,	<hr/> \$10450,00

ORGANIZATION OF THE SCHOOL.

The school is divided into five grades, viz: 1st and 2d Primary Schools, Intermediate School, Grammar School, and High School; the latter being divided into three departments, Principal's Department, Classical Department, French and English Department.

Course of instruction in 1st Primary School, accommodating 88 pupils :

The Alphabet, Elementary sounds of the English Language, Saunders' Primer, and First Reader, Oral Arithmetic, Drawing and Printing on Slates, Vocal Music.

2d Primary School, accommodating 88 pupils :

Elementary sounds of the English Language continued, Saunders' Second and Third Readers, Spelling orally, Thomson's Mental Arithmetic completed, Geography of Connecticut. Drawing and Writing on Slates, Vocal Music.

Course of study in Intermediate School, accommodating 72 pupils :

Elementary sounds of the English Language, Saunders' Third Reader, Spelling written and oral, Colburn's Intellectual Arithmetic completed, Geography and Map-drawing, Vocal Music, Writing left discretionary with the Principal.

Course of Study in Grammar School, accommodating 72 pupils.

Elementary sounds of the English Language, Saunders' Fourth Reader, Spelling, written and oral, Colburn's Intellectual Arithmetic left discretionary with the Principal, Thomson's Practical Arithmetic to Percentage, Rudiments of English Grammar, Geography, and Map-drawing, Vocal Music.

Course of study in High School, accommodating 112 pupils :

Reading, Elocution, Orthography, Higher Arithmetic, Algebra, Ge-

ometry, Trigonometry, Surveying, Natural Philosophy, Chemistry, Astronomy, Topical Geography, History, Physiology, Book Keeping, Grammatical Analysis, and Composition, Drawing, Botany, Latin, Greek and French.

Names of the Teachers :

F. B. Brigham, Principal.

L. S. Potwin, B. A., Teacher of Classical Department.

Sarah E. Wyman, Teacher of French and English Department.

Sarah G. North, Teacher of the Grammar School.

Emma Craw, Teacher of the Intermediate School.

Mary Hall, Teacher of the 2d Primary School.

Kate M. Schmuck, Teacher of the 1st Primary School.

Angeline Hamlin, Teacher of Music.

PLANS AND ARRANGEMENTS FOR DISTRICT SCHOOLS.

No. III.

If the schools have been properly graded and classified, the studies are now to be determined, and a programme of exercises made out. It should be remarked however, that there is probably no town or city in the state, needing more than one High School. It is better to multiply schools of the lower grades, and raise the standard of qualifications for the highest department, than to divide the means among two or more High Schools in the same town.

In the Grammar and High Schools, there need be no limit to number of pupils, if the rooms are sufficiently capacious, and an adequate number of teachers is provided. In the primary and secondary schools there are important reasons for having the schools in different parts of populous districts, or towns, and having each taught by one teacher, or at least with but one assistant. In this case not more than fifty should usually attend with one teacher, or twice that number with two.

The programme of exercise should be entirely different, in the different grades.

In a primary school the sessions should be shorter than in the higher schools, two hours each half day is a longer time than children from four to six should be kept in school. There can be no close, continued study in this department, as in the High School; neither can the various subjects be classified, and pursued with the same method, as in higher departments.

Children are here to be taught to read and spell; the elements of numbers, and perhaps some facts in the geography of their own town or state. Memory, the only intellectual faculty, really active at this age, is to be cultivated, not over-loaded. Habits of attention are to be formed, the pupils are to be taught to observe carefully, and notice minutely the common things around them. They should be questioned as to the number, size, form, and color of different objects. They should be encouraged to talk about them, to ask for information, and to tell what they know. How shall all these things be attended to? Though there should be variety and change, there should still be system in a Primary School.

We think in all schools there should be some devotional exercises; a recognizance of a Supreme Being, to whom all are accountable, and from whom mercies and blessings are daily received. In a Primary school these should be short, and of a nature to secure the attention of even the youngest child. The teacher might read a few verses from the histories or biographies of the Old Testament, or perhaps from its poetry, or a parable, or an account of a parable from the New. Two or three stanzas from a simple hymn, may be sung, the teacher could lead in a short prayer, asking for just those things the little child needs, or all might unite in some form of prayer.

After the devotional exercises, some incident might be mentioned, illustrating a moral principle, or questions proposed designed to form and strengthen habits of right.

The recitations should be short, but full of life. They should be at the same time interesting and instructive. The whole arrangement should have reference to the constant employment of the pupils, with something to do. One class might read, and then print a lesson on their slates while other classes read. Part of the time would be devoted to drawing on slates. In this, as in many oral exercises, the whole school might engage at once. Singing for a few minutes at a time should occur between the other exercises. Various motions of the hands and arms, standing, walking, and marching, could all be practiced with benefit. The teacher should not feel that all the instruction is to be obtained from books. Children are to be taught to read, it is true, but they should also be taught to think. Let them go out doors and gather flowers. Ask each member of a class to bring two daisies, three buttercups, or four dandelions, to the teacher's desk. Or show them a mineral and let them find others similar. They are thus taught numbers, the power of observation, and an acquaintance with nature. Some of

these exercises might be repeated several times a day ; others might occur but once.

The school should close at night if possible, with pleasant thoughts, a hymn of praise, and a prayer for forgiveness, protection and guidance in the future.

C*.

BRISTOL UNION SCHOOL.

We said a few words in a former number respecting the movements in Bristol. The following from the *Christian Secretary*, may be regarded as a bright page in the history of what is doing for the improvement of Common Schools.

"For years past our schools in Bristol have been in a low state. In most cases seventy-five or one hundred scholars have been huddled together, under the charge of a single teacher, and that one, often a female. Occasionally a student from some neighboring college, low in funds, has stopped among us to recruit, teaching a school more to suit his own pleasure than the good of his pupils. Parents who were able have sent their children away to other towns to be educated, but generally with poor success, as there are, doubtless, few towns in the State that, in the last thirty years, have given a collegiate education to so few of its sons as this town. The friends of education, however, have not ceased to mourn this deplorable state of affairs, and various methods have been considered and agitated to bring about reform. Measures were at first taken, two or three years ago, with a view to consolidate all the schools of the town, but failed. After this failure, Districts Nos. 3 and 4, in which most of the educational enterprise of the town seems to exist, effected a union and proceeded to build a house for their accommodation. To do this to the satisfaction of all was no small undertaking, but the voice of the many was for no half-way affair, and overcoming a good deal of opposition the enterprise was at length crowned with the success of one of the best, if not the very best country school-house in the State, which was completed and fitted for use about the middle of December last, at a cost of about \$14,000. It was my privilege to attend the dedicatory exercises with which the school was opened. The house was crowded to overflowing both afternoon and evening. Addresses from Hon. H. Barnard, Reverends Richardson and Lewis, and Professors Camp and Philbrick, of the State Normal School, did honor to the gentlemen and to the occasion. The parents were again and again reminded that the work was not yet done—of the responsibilities resting upon them of watching over and sustaining the school, and the importance of

meeting such responsibilities. Nor were they reminded of these duties in vain.

The school commenced. Two hundred and twenty-five pupils, backward in attainments—without habits of study, were collected in the three departments of the school, under the instruction of one male and three female teachers. From time to time during the past term have we spent a pleasant hour in this school. We have been pleased to notice the order, the system, the interest and the harmony, which, in each department of this school, are always so prominent and so attractive. The closing exercises of the first term's school were witnessed with evident satisfaction, by a large company of the citizens of this place, on last Tuesday afternoon, and never before has it been my pleasure to witness the interest which is here manifested in this school. The cheerfulness on every pupil's countenance, the quickness with which they anticipated and obeyed the wishes of the teacher, doubtless was remarked by all. The exhibitions of the school in reading, composition, declamation, geography and singing, were highly creditable. The report from the Register was an interesting one. It recorded new events in the school history of Bristol. About one fourth of the pupils had not been tardy or absent; over one-half had not been absent at all; the percentage of attendance being 96—of tardiness less than 2. During the session of fifty days the school had been visited by about five hundred visitors. In accounting for this attendance almost unparalleled, we may say that teams have been hired and placed at the disposal of the pupils whenever the weather might be an obstacle to attendance. The Committee of the District are now collecting a library, and whatever apparatus and aids to instruct are within their reach. Parents who had pupils abroad have taken them home to this school. Students that have defied discipline and instruction in several of the best private schools in this State can now be found here, daily in their places in this common school, deeply interested in study;—are themselves rather quieters than agitators of evil, ready at the beck of the teacher to do his slightest wish. The school is successful, and doubtless will be so, and it is "good enough for the best and cheap enough for the poorest."

M.

BRISTOL, March 3d, 1855.

The rules of order are mostly summed up in these two precepts

1. A place for every thing and every thing in its place.
2. A time for every thing and every thing in its time.

Resident Editor's Department.

WHAT IS DOING FOR THE IMPROVEMENT OF OUR SCHOOLS.

THE JOURNAL.

We humbly hope that this Journal is doing something to carry forward this good work. It goes into the hands of nearly all the *live* teachers in our public schools, and many of the foremost professional teachers in our private schools and Academies, are among our subscribers, contributors, and best friends.

Last year we asked the Legislature to make an appropriation to defray the expense of sending it to the Acting School Visitor of each school society. The request was readily granted. The beneficial results of this measure have already exceeded our most sanguine expectations. It was accomplishing a good work simply as the organ of the teachers. It is now also the official organ of communication with the school officers, and by this extension of its circulation, we believe its usefulness has been doubled.

One more step remains to be taken, namely, to make it the organ of communication with *every school district*.

This step has been urged by several of the most enlightened educators in the state. The expense of this measure to the treasury of the state, will be just about a *quarter of a cent* for each inhabitant. Certainly it cannot then be an extravagant experiment. We believe the time has arrived for this step. We should be glad, however, to receive the opinion of school visitors on the subject. Those who will take the trouble to write us on the subject, will confer a favor.

NAUGATUCK.

Personally we are not so well acquainted with this enterprising village and its school as we wish we were, and intend to be. We have occasionally heard indirectly of the success of the Union School in that place. We have now something definite, direct and tangible, in the following sketch which we are happy to lay before our readers.

"The Naugatuck Union District School, is now, and has been for the last eighteen months, under the charge and instruction of Mr. Henry Sabin, the Principal, and Miss Harriet Baker, and Miss Esther F. Hotchkiss, Assistants. This school consists of three grades in as many separate departments, distinguished by the High, the Intermediate and

the Primary. The number of scholars in each department for the last winter session just closed, has ranged from 50 to 60, making in all some 170.

Examination in all the departments took place last week; at each of which the acting school visitors, and a goodly number of the inhabitants of the district and others beside, were present. These examinations were admirably well sustained throughout. While in all schools the best and impartially taught, where there is such a variety of mind and of scholarship, it is expected there will be a deficiency, yet we can say in the present instance, though a portion excelled, there was not a single exception where we could not say *well done*. We regarded the discipline as perfect. And it would be difficult for us to point out how the attention, the promptness and the thoroughness in the various exercises could be better. The whole was interspersed by the sweet music of juvenile songs performed by well-tuned and well-timed voices.

Belonging to the High School, we have a well selected library, and an apparatus containing several valuable articles for illustrating the natural sciences, which are of recent and the most approved manufacture. Some additional articles or books will soon be purchased by means of funds collected at a late exhibition by the members of the High School, which was attended, by some seven hundred persons, paying an admission of 20 cents per head. We ought not to omit here that this exhibition passed off in all its parts, both to the satisfaction and delight of a large audience.

Our school from its three years ago beginning, has been progressive. It has kept on its quiet but successful way, until it has reached its present position. It is now well established in the confidence of the community. We know of none now who are not its friends and well wishers. The children and youth who have enjoyed its pleasant advantages, remember it, and speak of it only in tones of praise. And though but little has been said of it as yet publicly, or in the way of sober commendation, to say nothing of puffing, yet we will venture to make up for all the silence and the modesty of the past, by asserting what we believe to be true, that its rank now is among the very best schools of its kind, among the No. Ones in the state." J. S.

NAUGATUCK, April 4th, 1855.

WILLIMANTIC.

This village was one of the earliest in the state to adopt a system of graded schools, though the benefit of the system has been but partially realized in consequence of the division of the village into two districts,

instead of consolidating all into one. But an inspection of its schools at different times during the past year, has convinced me that they are among our good schools. Some of the teachers are of the first rank. In the upper department of the school is District No. 2, under the charge of Mr. Henry A. Balcam, we witnessed an extraordinary exercise in fractions by a class of young pupils. They had passed through the Intermediate department where they had been made thoroughly acquainted with Colburn's First Lessons, by Miss Moulton, an excellent teacher. In this district a four per cent. tax is raised for the support of the school. Rate-bills (tax on attendance), are made for the board of the teachers, but are expected shortly to disappear altogether. The site of the school-house in this district *might be improved*.

District No. 1 has just followed the example of its neighbor, and laid a three cent tax, thus adopting the true basis for the support of schools.

FAIR HAVEN.

Another successful experiment to record. The School Visitor of New Haven writes: "We shall finish next week the first year of our experiment of a system of graded schools. It has worked like a charm, so far. Next year we shall give the principal teacher \$700 or \$800. We shall make a move for a new school-house of large size. We have two new ordinary district school-houses in which the Primary schools are kept."

STONINGTON.

The citizens of the 3d district of Stonington which embraces the village called Mystic Bridge, have decided to grade their schools, and the Committee are in pursuit of a teacher for the highest department. They have a beautiful school-house erected at a cost of \$7,500.

CORRESPONDENCE.

Our Portfolio is very full, and estimated according to our standard, quite rich. Certainly, it is full of encouragement. Occasionally a "Shady Side" picture is drawn, but in most cases these missives contain inquiries for light, records of victories achieved, or enterprises contemplated or undertaken.

We regret that we have room in this number for only a few extracts. In the next, perhaps room will be *taken* for this interesting matter.

DEAR SIR :

There is one work that needs doing in this state. I do not know that any one has yet attempted it. This is the establishment of school libraries by the Legislature. I do not think the state ought to give a library to each district, but a small sum might be allowed to such districts as are willing to raise an equal amount. Ten dollars to a district might be sufficient to begin with.

* * * * *

We have got our Educational Institute under way, and I hope much from it. I shall try to make it as efficient as possible. Something is doing towards a new school-house. The Committee appointed to attend to the matter think it will be ready by next May.

I. C. Jr.

NEW CANAAN.

Here is a letter before us from Windham county, wherein the writer, a teacher, complains in very pointed phrases, of the ignorance of the Visitors by whom his school was examined. Instead of copying a part of his statement of grievances, as it was our purpose to do on first glance at it, we have concluded that it would be better for him and all others who propose to play a game at throwing stones, to make preparation for the amusement by removing from houses of glass. Our correspondent has some very good qualifications for teaching, but his *grammar* and *orthography* are not quite perfect.

An enterprising young teacher, at the close of his winter campaign writes as follows :

"I went round the district with a subscription paper and raised eight dollars for a set of Mitchell's outline maps, and procured them. The Committee after a while, provided us with a black-board, and with these articles we went through the winter very well. I aimed at thoroughness in all my exercises, and was troubled more or less through the term with poor lessons, occasioned by absence and tardiness. These evils I tried to remedy by making a monthly report of deficiencies to parents, a plan which proved nearly successful."

E. C. H

OLD SAYBROOK.

The following is just received from a young lady who has completed the course at the Normal School.

Mr. the Committee from came to see me about taking their school. I have engaged to go for five and a half dollars per week besides my board. I am to take charge of the school and have an assistant. * * * I shall try not to disgrace the Normal School in my labors this summer, but I am almost afraid to trust myself in such a school. If I succeed * * * My motto shall be *Excelsior*.

"Five dollars and a half a week and board." That is a dollar a day for working days. It is an honor for a rural district to pay that. The district which does it knows the blessing of a *good* school from experience, and it is an honor to the state, and a bright example for all oth-

er districts. The people of that district will not put up with a third rate teacher, nor even a second-rate one. They must have the first rate. "*If I succeed.*" The *if* in that case is quite superfluous. I regard it as an expletive. "*Excelsior.*" Never buy a dictionary that has not that word in it, and never purchase one that has the word *fail* in it.

This reminds me of a fine thing in the fine play of Richelieu, that is, I suppose it must be fine from this little specimen, for to be honest, I have never read it. It is a beautiful sentiment which the author puts into the mouth of the wily cardinal, when addressing the young man whom he had selected as the bearer of an important message.

Richelieu—Young man, be blithe! for note me, from the hour you grasp that packet, think your guardian star rains fortune on you!

Francois—If I fail?

Richelieu—Fail! fail! In the bright lexicon of youth, which fate reserves for a glorious manhood, there is no such word—as *fail*!

That is the "bright lexicon" to buy, and it is the one which our correspondent seems to have studied, judging not from the letter, but her antecedents.

CONNECTICUT TEACHERS' ASSOCIATION.

A semi-annual meeting of the State Association, will be held in Hartford on Tuesday and Wednesday, the 8th and 9th of May.

The Association will meet on Tuesday, at 2½ P. M.

At 3 P. M., a lecture will be delivered by Prof. Chauncey A. Goodrich, of Yale College.

At 7½ P. M., a lecture will be delivered by John D. Philbrick, Superintendent of Common Schools.

On *Wednesday* there will be a discussion of topics suggested by the lectures, Reports of the condition of schools in the different counties, addresses, and a lecture by Rev Tryon Edwards D. D. of New London.

Assurance has been given by the generous citizens of Hartford, that they will provide accommodations for all teachers who may attend.

D. N. CAMP, President,

J. W. TUCK, Secretary.

NEW BRITAIN, April 18th, 1855.

It is said of the Emperor Theodosius that he used frequently to sit by his sons, Arcadius and Honorius, whilst Arsenius taught them. He commanded them to show the same respect to their master as to himself; and surprising them once sitting whilst Arsenius was standing, he took from them their princely robes, and did not restore them till a long time, nor even then except with much entreaty.

ITEMS.

Mr. William Kinne has resigned the charge of the Bacon Academy in Colchester. Mr Kinne is a very accomplished and thorough teacher and a cordial friend of popular education, and we are happy to learn that his services are to be retained in our State. He is to open a classical Boarding School for boys, and if any one wishes for thorough instruction in Latin and Greek, he can find it in Canterbury, Conn.

Mr. J. W. Allen has been appointed Principal of the new Union School in Norwich. Salary, \$1200. Mr. Allen is a graduate of the Wesleyan University at Middletown, and he does honor to his Alma Mater. He has been eminently successful as a teacher for several years in the state of Massachusetts. By this appointment another strong man has been added to the Connecticut corps of professional teachers. Neither his pen, his voice, nor his purse will be found wanting in the cause of popular education. He has been one of the editors of the "Massachusetts Teacher."

The post to which he has been called is a very arduous one. He has pioneer work to perform. The building in process of erection for the accommodation of his school is probably the largest school-building in the State, and one of the very first in New England for beauty of design, and thoroughness of finish.

Mr. E. F. Strong, Principal of the West Meriden High School, has been permitted to take a vacation during the Summer. At the close of the winter term his pupils honored him with a festival, and a present of a beautiful Bible.

"Mr. John L. Denison, now of this city, and late principal of the Academy at Mystic Bridge, has received \$146 from thirty-six of his former patrons, as a pleasant expression of their appreciation of his services in their behalf. We honor their judgment and generosity. Mr. Denison is a persevering, enthusiastic and successful teacher."—*Norwich Examiner*.